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ABSTRACT

Six major barriers face scholars in community colleges who seek grant monies; however, certain policy solutions can eliminate these barriers. Increased instructional workloads, less diversified faculty resources, lack of administrative encouragement or assistance in grants development, faculty attitudes against grantsmanship, and superfluous institutional obstacles can be overcome by appropriate restructuring of campus attitudes, priorities, and organizational principles. Specific corrective policies include the following: provide faculty with formal instruction in writing competitive proposals; help faculty identify possible sources of funds and complete proposals; reduce the number of signatures required for submitting proposals to two or three; budget funds to reduce faculty courseload during projects; publicize success with grants to stimulate interest in seeking grants; strengthen links with federal agencies, local industry, and nearby major research universities; provide funds from campus overhead accounts to academic departments for the development and implementation of grant proposals; and identify characterisitcs of the school that enhance the probability of acquiring grants. (A list of grant programs available to community colleges is appended.) (RL)

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# GRANTS SEEKING BARRIERS AND SOLUTIONS FOR COMMUNITY COLLEGE FACULTY

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## ABSTRACT

This paper addresses six major barriers which face scholars in community colleges in seeking grant monies and provides ten policy solutions for eliminating them. In particular, it demonstrates that increased instructional workloads, less diversified faculty resources, lack of administrative encouragement and assistance for grants development, faculty attitudinal barriers toward grantsmanship, and superfluous institutional obstacles can be overcome by appropriate restructuring of campus attitudes, priorities, and organizational principles. The position is taken that these concerns should be of interest to the faculty in community college communication programs, especially in the light of reduced operating budgets, due to the influx of steady state and declining support from governmental sources.

## GRANTS SEEKING BARRIERS AND SOLUTIONS FOR COMMUNITY COLLEGE FACULTY

Almost all educational institutions around the country are currently facing threats in reduced operating budgets, due to the influx of steady state, declining enrollments, and lessening support from governmental sources. Relying upon the traditional sources of support for operating monies (university and system sources) is no longer necessarily a viable course of action for maintaining the services that a department and its faculty need to offer. It is becoming increasingly apparent, particularly to state-supported institutions of higher education, that alternative means of obtaining resources must be sought.

The purpose of this paper is to address six major barriers which face community colleges in their grants seeking effort and then to provide ten policy solutions for their elimination. Communication faculty need to be cognizant of these barriers and the potential solutions in their endeavor to find extramural support at a time of declining resources for the maintenance of their department's operation, the planning and implementation of new instructional services, and the development of academic research. As the appendix to this paper suggests, there are a number of federal grant opportunities which the community college sector can pursue, given that the solutions to the barriers now to be addressed are undertaken.

*Barriers to Obtaining Grants*

The first obstacle is the heavy teaching load at community colleges. Variations exist, but, generally speaking, full-time teaching at these institutions involves four or even five courses per term. Community college faculty feel that they are at a disadvantage in competing with faculty at universities who have relatively fewer classes to teach.

The second obstacle is that community colleges have much smaller

faculties than the major research universities. Their professors necessarily tend to be less specialized in their interests and to have wider responsibilities. Therefore, it often is more difficult for them to respond to proposal requests requiring specialized skills. Further, major universities often can staff projects with advanced doctoral candidates working under faculty direction, while community colleges must use either more expensive all-faculty teams or less experienced students in bringing together project staff.

The third obstacle is the failure of many community college administrators to recognize the importance of grants and contracts to their institutions. All grants provide for overhead that contributes to operating costs of the institution. Many institutions are searching for effective ways to achieve professional development; grants are one means of achieving this goal. Students often can be participants in projects, providing them with financial assistance and practical educational experience. In these ways, grants contribute to an atmosphere of academic excellence and thus to achieving one of the goals of community colleges.

The fourth obstacle is the attitude toward grants held by many faculty members in community colleges. On any campus, a few faculty members will insist that it is demeaning to seek money for research, or that accepting it may be professionally compromising. Similarly, some faculty will insist that the mission of the college is teaching and that seeking grants interferes with responsibilities to students. There may be some truth in both arguments, but it is equally possible that the individuals who make them are rationalizing to avoid a difficult and competitive process. In fact, grants contribute to, rather than detract from, accomplishing institutional goals, by making possible many things beyond the reach of a single individual.

The fifth obstacle is lack of support for faculty members seeking grants. Community college faculty are much less likely than those at major research universities to have secretaries or a grants office to help them to identify appropriate sources of funding for specific project ideas, to alert them to opportunities, to help them through the process of preparing proposals, or to transmit proposals to funding agencies. If faculty are lucky enough to have such an office, it will be smaller, less specialized and less likely to have a Washington branch than those at major research universities.

The sixth obstacle consists of superfluous internal procedures. Community colleges tend to require an inordinate number of approvals from deans, vice presidents, and other administrators before a proposal can be submitted to a funding source. They often make it impossible to meet deadlines and always cause unnecessary anxieties for the faculty member trying to complete a proposal. After the award of a grant, its management frequently is assigned to one or more administrators as an extra duty. If more than one administrator is involved, responsibilities for specific tasks seldom are clearly assigned. Because grants are relatively rare, the procedures for their management are unfamiliar and because the dollar value of these grants usually is small relative to regular line items, the effort to learn the procedures is not made. Consequently, mistakes and delays are common. Often, the faculty member must take on unexpected administrative responsibilities that increase frustration and divert attention from work on the grant, or from other professional and personal responsibilities. It is at this point that faculty members frequently vow never to try again for another grant.

*Reducing the Barriers*

The six obstacles discussed above originate with each college, and can, therefore, be attacked by corrective policies initiated by faculty and staff of the institution itself. One policy that will occur quickly to many is that of tying grants success to promotion and pay raises. This is unwise because available monies are unevenly distributed among disciplines at any particular time. It is also unfair because there still is a large element of chance associated with obtaining grants. And, it is inappropriate because it suggests (as do many existing promotion policies) that there is some single pattern of professional development to which every faculty member must adhere. The ten policies that we suggest are intended to motivate and facilitate success, rather than to punish failure.

First, faculty should be provided instruction in writing competitive proposals. Workshops of one or two days on identifying sources of funding and on writing proposals should be given for interested faculty and students by the campus grants coordinator. A formal course in proposal writing might even be initiated in an appropriate department. Such a course would include identifying and selecting funding sources, making initial inquiries, writing and budgeting the proposal and administering a successful grant. Finally, faculty should be encouraged to volunteer for the peer review panels for such agencies as the National Science Foundation, the National Endowment for the Humanities, and the National Institutes of Health.

Second, faculty should be assisted in identifying possible sources of funds and in completing proposals. This is best done by a grants office which is given as much visibility and publicity

as possible. The office should assist faculty in writing proposals, calculating budgets, and perhaps in typing, reproducing and transmitting proposals, and should have a basic library of information on federal programs and major foundations. It should keep a complete file on each proposal submitted, establish a follow-through and management system for pending, successful, and unsuccessful proposals, and publish a campus newsletter pertaining to grants, research, and related activities on campus. It should conduct the formal training in proposal preparation suggested above.

Third, the number of signatures required to submit a proposal should be reduced to two or three. The first should be that of the faculty member who will act as principal investigator. The second should be that of the college's grants officer. Depending upon the rank and experience of the latter, it may also be necessary to have the chief fiscal officer of the campus verify the budget.

Fourth, funds should be incorporated in the proposal budget to release faculty members from a sufficient number of courses to complete the proposed project. Participating faculty should be budgeted in multiples of a single course, so that adjunct faculty can be hired easily. Where possible, funds also should be requested for equipment, student research assistants, and travel to conferences to disseminate the results of the work accomplished.

Fifth, successes should be publicized. The newsletter referred to above should announce, and campus and local newspapers should be given news releases on, all grants received. Any students who will be funded under the grant should be named, any paid conference travel involved should be mentioned, and if possible the name of the adjunct professor and the classes of the regular faculty member that he will teach should be given. This gives visibility to the grants process

itself and appropriate recognition to the faculty member who was successful in obtaining the grant.

Beyond these five major policies, there are a number of other recommendations, perhaps not quite so obvious, that also can be implemented to enhance the grants seeking effort of a community college.

Sixth, links with federal agencies should be strengthened. Undoubtedly, the best way is to place faculty in federal agencies for one or two years through the Intergovernmental Personnel Act. This gives visibility to the institution and provides an opportunity for faculty to learn more about the grantsmanship process.

Seventh, links with local industry and nearby major research universities should be developed or strengthened, for the purpose of submitting joint proposals or subcontracting with them on contracts. This increases the resources of both partners, increases flexibility, broadens eligibility, and is officially encouraged by some agencies.

Eighth, academic departments should be provided with funds from campus overhead for use at the departmental level to obtain equipment, hire part-time secretarial or clerical help, make visits to federal and private funding agencies to discuss proposal ideas or requirements, or for any other legitimate expense to improve the chances for success in obtaining grants.

Ninth, a fixed proportion of campus overhead should be maintained for improving operations of the campus grants office, which, in turn, allows for increased services to the faculty. These funds should be available to meet travel costs, to hire temporary personnel, to meet proposal transmittal costs, to improve the grants library, to purchase word processing equipment, to provide faculty with management support on successful grants and any other purposes that are likely to increase

the number of grants received.

Tenth, college and department fundability profiles should be developed to identify maximum probability grants. These would include an analysis of such factors as the demographic characteristics of students, the research interests of faculty, the scope of academic offerings, advantages of the college's geographic location, special knowledge of federal or private funding agencies possessed by individual faculty members, and names of individuals who might serve effectively as advocates or endorsers of proposals or the college or department itself.

*Summary*

These ten policies should increase the number of grants received by reducing the obstacles to success that community college faculty face. It is possible that not all obstacles, and thus not all policies, are needed at a specific college. The first obstacle, higher teaching loads, is attacked by the second, fourth, eighth, and ninth policies. The second obstacle, smaller faculties, is attacked by the second, sixth, seventh, and tenth policies. The third obstacle, failure of administrators to recognize the importance of grants, can be attacked by the fourth, fifth, sixth, and tenth policies, once the chief executive officer of the college has decided that a genuine effort to obtain grants is needed and will be backed with real resources.

The fourth obstacle, attitude of faculty toward grants, is attacked by the first, third, fourth, fifth, and sixth policies. The fifth obstacle, lack of administrative support, is attacked by the second, third, seventh, eighth, and ninth policies. The sixth obstacle, superfluous procedures, is attacked by the second, third, and ninth policies.

Community college communication faculty should work diligently in affecting the change on their own campuses which make the solutions to

the obstacles presented in this paper a reality. It may mean the difference in the survival of a number of important services to their instructional programs and professional development.

## APPENDIX

## FEDERAL GRANT PROGRAMS AVAILABLE TO COMMUNITY COLLEGES

Adult Education
National Diffusion Network
Special Education Project Activities
Arts Education Program
Community Education Program
Personnel Training for Community Education Programs
Women's Educational Equity
Metric Education Program
Consumers' Education Program
State Vocational Education Basic Grants
Vocational Education Programs
Work-Study Programs for Vocational Education Students
Cooperative Vocational Education Programs
Energy Education
Stipends for Vocational Education Students
Industrial Arts Programs
Construction and Operation of Residential Vocational Schools
State Vocational Program Improvement and Supportive Services
Exemplary and Innovative Vocational Education Programs
Vocational Education Curriculum Development
Vocational Guidance and Counseling
Vocational Education Personnel Training
Special Programs for the Disadvantaged
Consumer and Homemaking Education
Research and Development for Vocational Program Improvement
Bilingual Vocational Training
Bilingual Vocational Instructor Training
Bilingual Vocational Instructional Materials, Methods, and Techniques
Emergency Assistance for Remodeling and Renovating Vocational Education Facilities
Vocational Education Facilities -- Appalachian Region
Teacher Centers
Career Education State Grants
Career Education Model Program
Postsecondary Career Education Demonstration Program
Career Education Information Program
Education of Migrant Children
Desegregation -- Training Institutes
Emergency School Aid
Desegregation -- Technical Assistance
Educational Innovation and Support
Bilingual Education Research and Demonstrations
Bilingual Education Training Programs
Bilingual Education Fellowships for Teacher Trainers
Basic Program of Bilingual Education
Bilingual Education Training Resource Centers
Bilingual Education Dissemination/Assessment Centers
Libraries and Learning Resources
Special Programs and Projects in Indian Education
Indian Education Training Programs
Indian Education Special Training Programs
Adult Indian Education

Preparation of Professional Personnel to Educate Handicapped Children
Special Education Programs in University-Affiliated Facilities
Special Projects to Prepare Personnel to Work with Handicapped Children
Handicapped Children's Model Program
Grants to States for the Education of Handicapped Children
Centers and Services for Deaf-Blind Children
Media Services and Captioned Films
Media Research and Training for the Handicapped
Handicapped Research and Development Research
Gifted and Talented Children
Regional Education Programs for Handicapped Persons
Teacher Corps
Fund for the Improvement of Postsecondary Education
Veterans' Cost-of-Instruction Payments to Institutions of Higher Education
Construction of Undergraduate Academic Facilities
Loans for Construction of Academic Facilities
Cooperative Education Program
Library Traineeships and Fellowships
Institutes for Training in Librarianship
Strengthening Research Library Resources
Research in Modern Foreign Language and Area Studies
Ethnic Heritage Studies
Foreign Curriculum Consultants
Group Projects Abroad
Faculty Research Abroad
Doctoral Dissertation Research
Interinstitutional Cooperative Research Abroad
Undergraduate Programs in International Studies
Language and Area Centers
Citizen Education for Cultural Understanding
Teacher Exchange Program
ERIC (Educational Resources Information Centers)
Research in Education
Museum Services Program
Right-to-Read -- State Leadership and Training
Right-to-Read -- Reading Academies
Alcohol and Drug Abuse Prevention Education Program
Environmental Education Programs
Occupational Safety and Health Research and Demonstrations
Occupational Safety and Health Training
Research Support -- Food and Drug Administration
Health Careers Opportunity Program
Educational Assistance to Disadvantaged Individuals in Allied Health
Allied Health Project Grants
Interdisciplinary Health Professions Training and Curriculum Development
Training in Emergency Medical Services
Guaranteed Loans and Interest Subsidies to Schools of Nursing
Special Projects to Improve Nurse Training
Nursing Research Projects
Loans to Student Nurses
Scholarships for Student Nurses
Exploratory Research Grants
Research Project Grants
Developmental and Demonstration Projects
Research and Development Contracts

Research in Maternal and Child Health and Crippled Children's Services
Special Projects for Crippled Children's Services
Training of Professional Personnel for Services in Maternal and Child Health
Research and Development Contracts -- National Institutes of Health
Minority Schools Biomedical Support Program
Projects to Support Animal Resources
Medical Library Science Research Projects
Regional Medical Libraries
Mental Health Research Grants
Mental Health Program -- Project Grants
Mental Health Small Grant Program
Special Mental Health Research Grants
Mental Health Service Education Grants
Mental Health Services Manpower Research and Development Grants
Training Grants -- Division of Special Mental Health
Studies of Crime and Delinquency
Prevention and Control of Rape
Metropolitan Problems
Minority Group Mental Health Programs
Developmental Training Grants in Drug Abuse
Research on Narcotic Addiction and Drug Abuse
Drug Abuse Prevention Education Projects
Research on Alcohol Abuse and Alcoholism
Training in Prevention and Treatment of Alcohol Abuse and Alcoholism
Model Projects on Aging
Career Training in the Field of Aging
Multidisciplinary Centers of Gerontology
Special Projects and Demonstrations
Vocational Rehabilitation Training Service Projects
Rehabilitation Research and Demonstrations
Rehabilitation Training
National Center for Deaf-Blind Youths and Adults
Special Projects for the Developmentally Disabled
Educational Leave for Personnel of State Public Welfare Agencies
Public Welfare Research and Demonstrations
Head Start Child Development Centers
Runaway Youth Program
Child Welfare Research and Demonstrations
Personnel Training in Child Welfare
Child Abuse and Neglect Research Grants
Child Abuse and Neglect Demonstration Grants
Child Abuse and Neglect Service Improvement Grants
Regional Child Abuse and Neglect Resource Centers
Education and Training of Defense Department Personnel and Their Dependents
Reserve Officer Training (ROTC)
Loans of Machine Tools and Equipment
Research and Development -- Civil Defense Operations
Competitive Grants for Basic Research -- USDA
Cooperative Forestry Research
Basic and Applied Forestry Research
Special Agricultural Research Grants
Rural Development Research
Techinical Assistance with Economic Development
Research in Economic Development
Assistance to Vocational Schools and Skill Training Centers
Environmental Science Research
Sea Grant Program
Marine Mammals Studies and Research

CETA Institutional Grants
CETA Small-Grant Research
CETA Research and Development Grants
National Apprenticeship Program
Apprenticeship Outreach Program
CETA Pubic Job Programs
Indian Manpower Programs
Farmworker Programs
Youth Summer Program
Work Incentive Progra
Job Corps
CETA Youth Programs
Research and Development Contracts -- U.S. Postal Service
Loans for College Housing
General Research -- U.S. Department of Housing and Urban Development
Adult Education for Indians
Institutional Vocational Training for Indians
Research and Development in Commercial Fisheries
Research and Development in Anadromous Fisheries
Cooperative Wildlife Research Units
Cooperative Fishery Units
Research -- Bureau of Mines
Geological Research
Water Resources Research
State Water Resources Research and Training Institutes
Narcotics and Dangerous Drugs -- Preventive Programs
Citizenship Education and Information Program
Law Enforcement Education Program
Law Enforcement Educational Development
Law Enforcement Assistance Discretionary Grants
Juvenile Justice and Delinquency Prevention Discretionary Grants
Juvenile Justice and Delinquency Prevention State Grants
Internships in Criminal Justice
Research and Development on Crime Prevention and Law Enforcement
National School Resource Network
Grants to American-Sponsored Overseas Schools
Importation of Educational, Scientific, and Cultural Materials
Research Contracts -- U.S. Department of Transportation
Aviation Education Services and Resources
Research and Development in High-Speed Ground Transportation and Railroad Operations
Driver Education Program
Research and Development for Highway Safety Education
Motor Vehicle and Highway Safety Research
Fellowships and Scholarships in Highway Safety and Technology
Coast Guard Research
University Research and Training in Urban Mass Transportation
Mass Transportation Research, Development, and Demonstrations
Energy Conservation Grants
Solar Heating and Cooling Demonstration Program
Energy Research
Used Nuclear Equipment Program
Speakers and Consultants in Energy-Related Sciences
Pre-Freshman and Cooperative Engineering Education for Minorities
Reactor Fuel Assistance
University Reactor Sharing
Fossil Energy Starter Grants

University Coal Conversion Research
Distinguished Scientist and Engineer Grants
Energy Curriculum Materials and Development
Special Studies and Projects in Energy Education and Training
Faculty Development Projects in Energy
Public Energy Education Program
Elementary Teacher Inservice Energy Education
Appropriate Technology Small Grants -- Energy
Energy-Related Invention Program
Energy Media Services
Corporation for Public Broadcasting
Environmental Protection -- Consolidated Research
Air Pollution Control Demonstration Grants
Air Pollution Control Research
Pesticides Research
Radiation Research
Solid Waste Research
Water Pollution Control -- Research, Development, and Demonstrations
Water Pollution Control -- Professional Training
Water Supply Research
Air Pollution Control Training
Water Pollution Control -- Technical Training
Solid Waste Management Training
Solid Waste Management Demonstration Grants
Historical Publications and Records Grants
Services of the National Audiovisual Center
Federal Surplus Real Property
Surplus Government Equipment and Supplies
Space-Related Education Services
Research Grants and Contracts -- National Aeronautics and Space Administration
Special Programs and Projects in the Arts
Special Programs and Projects in the Humanities
Education Programs (Humanities)
Public Programs (Humanities)
Research Programs (Humanities)
Fellowship and Stipend Programs (Humanities)
Youthgrants in the Humanities
Challenge Grants (in the Arts and the Humanities)
Research in Science Education
Development in Science Education
Research on Cognitive Processes and the Structure of Knowledge in Science and Mathematics
Comprehensive Assistance to Undergraduate Science Education
Undergraduate Instructional Scientific Equipment
Minority Institutions Science Improvement
Information Dissemination for Science Education
Local Course Improvement for Undergraduate Science Education
College Faculty Short Courses (Chatauqua Program)
Women in Science
Physically Handicapped in Science
Student-Originated Studies
Local Assessment of Science Education in the Two-Year College
Continuing Education for Scientists and Engineers
Science for Citizens
Public Understanding of Science
Ethnics and Values in Science and Technology
Science Information Improvement Research

International Travel
Scientific Conference Grants
International Science Studies
International Cooperative Scientific Activities
Special Foreign Currency Program
Scientific Research Support
Specialized Research Equipment
Basic Research Stability Grants
Astronomy Project Support
Atmospheric Sciences Project Support
Climate Dyanmics Program
Global Atmospheric Research Program
International Magnetospheric Study
Earth Sciences Project Support
Ocean Sediment Coring Program
Oceanography Project Support
International Decade of Ocean Exploration
Oceanographic Facilities and Support
Arctic Research Program
Research Applied to National Needs
Intergovernmental Science Program
Industrial Program
Science and Technology Policy Research and Analysis
Science Resource Studies
National Student Volunteer Program
Non-Grant Assistance Programs
Smithsonian Institution Foreign Currency Program
Arms Control and Disarmament Research
Appalachian Region, Supplements to Federal Grants
International Circulation of Educational, Scientific, and Cultural Audiovisual Materials
Vocational Rehabilitation for Disabled Veterans
Veterans' Educational Assistance
Educational Assistance for Dependents and Survivors
Intergovernmental Personnel Assignment
Federal Cooperative Education Program